



**English Language Arts
Grade 7
Fall 2005**

**Peer Response to the Student Writing Sample
Released Item # 37
Scoring Guide**



REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

- (1) In the year 2000, I suddenly started to like the game of ping-pong. I liked
(2) it a lot. In fact, I became obsessed with it. I would play and play whenever I got
(3) the chance. I wasn't very good, but I had fun playing.
- (4) For my birthday, my father gave me a ping-pong table. I was so happy
(5) that I almost started to cry. I played for at least an hour every day. If my dad was
(6) busy, then I would fold half of the table and hit against it.
- (7) One of my dad's friends was very good at ping-pong, he had tremendous
(8) reflexes so nothing could get past him. One day he came to our house to see my
(9) dad. I asked him if he would play with me. He said yes. He started offering me
(10) advice on how to hit the ball properly with spin, power, and accuracy. He also
(11) recommended that I should start using a paddle with thicker rubber. I tried it and
(12) played terribly.
- (13) My dad's friend held a party at his house a couple of weeks later. All my
(14) friends and I played ping-pong. He gave us tips, including one about using a
(15) different paddle. All of my friends started using thick paddles, and I thought they
(16) are going to play lousy. By the end of the party, they were playing 50 percent
(17) better. I love to play ping-pong.
- (18) I tried playing with it again at my house and I still hated it. It was too
(19) heavy for me. After a week I suddenly was playing awesome. This proves that
(20) kids should always take advice from elders. They know what _____ doing.

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

37 Has the writer developed this piece so the audience can easily read it and understand it?

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

NOTES/PLANNING

**Michigan Educational Assessment Program
Writing: Peer Response to the Student Writing Sample
Grades 3-8
Holistic Score Point Descriptions**

Here is an explanation of what readers think about as they score this writing:

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

Condition codes for unratable papers (zeroes):

- A – Off topic or insufficient
- B – Written in a language other than English or illegible
- C – Blank or refusal to respond
- D – No connection to the question

Begin writing your final response here. No additional sheets may be used.

I think that I could understand
the writing. Some parts I couldn't
understand it though. Therefore I think
it was a good story. They
got everything where it should
be.

Anchor Paper 1
Score Point 1

The response attempts to address the task (*I think that I could understand the writing. Some parts I couldn't understand it though*) and offers a very general comment on the writing sample (*They got everything where it should be*), but provides no specific examples from the text. Little understanding of the relevant writing elements is demonstrated.

The student writing sample has a piece the audience can easily read and understand it. It is a good piece because it tells about how a boy loved to play ping-pong. And on his birthday he got a ping-pong table and he would practice and get a little better. Then one day his dad's friend came over and gave him some advice to use a bigger paddle. And when he tried it he was really bad. Then his dad's friend had a party. And after the party he still wasn't good on the big paddle but after a week he got better.

Anchor Paper 2
Score Point 1

This response briefly attempts to address the task (*The student writing sample has a piece the audience can easily read and understand it*), but otherwise consists entirely of a summary of the writing sample. There is little or no demonstration of understanding of the given task.

Anchor Paper 3 – Score Point 1

Yes, this writer developed this piece so
the audience can easily read it and
understand because the student was clear
about the thoughts and stayed on
the topic of elders being right and
I thought he did a good job.

**Anchor Paper 3
Score Point 1**

This writer responds to the task by making a general comment about the writing sample (Yes, *this writer developed this piece so the audience can easily read it and understand...*) and by briefly addressing effective elements of the writing sample (...*stayed on the topic*). The writer also includes a specific reference to the text (...*the topic of elders being right*), but this reference is irrelevant to the task.

After reading the Students sample
I relized. This peson should explan it more
how they became to like thise Sport
There are many ares. There Parigrafes.
dont flow frome one to the next.
The Punk chuation is incorecrect.
They need to spice up the ending.
He or she needs to stay inthe same
tenes.
This peson didn't make it
easy to read. I still maniged
though. Now this person can make
the right coretion

Anchor Paper 4
Score Point 1

This response attempts to address the task by discussing several writing techniques and strategies, although commentary is limited to generalizations (...should explain it more....There Parigrafes dont flow frome one to the next....Punkchuation is incorecrect....need to spice up the ending.... needs to stay in the same tenes.) and there is little specific reference to the writing sample (...explain it more how they became to like thise sport). In addition, surface feature errors in this response occasionally interfere with meaning.

Begin writing your final response here. No additional sheets may be used.

The writer didn't develop the piece so the audience could read it. The put some sentences in the wrong places. They also put word that made the piece sound wierd and they exaggerated a little bit, but they also made a little sense too. They talked about how good they're dad's friend was, how good they got and how they played.

Anchor Paper 5
Score Point 2

This response offers a limited ability to address the task (*The writer didn't develop the piece so the audience could read it*), by making several vague statements about effective writing techniques and strategies (*The put some sentences in the wrong places. They also put word that made the piece sound wierd....But they also made a little sense too*). Supporting references to the text are only partially relevant (*They talked about how good they're dad's friend was, how good they got and how they played*). Limited understanding of the relevant writing elements is demonstrated.

I think that this writer has developed this piece so that the audience can easily read it and understand it. The person who wrote this story has many thoughts and ideas.

In the sample he/she who wrote this stayed on the topic. Until the last sentences "This proves that kids should always take advice from elders. They know what they're doing." The person kind of got off the topic.

In the sample I felt that he/she should of wrote more about ping-pong. It was a great sample, but he/she should of wrote more about it. It also had a great start and it should of had a great ending. I think if he/she thought more about it they would of had some good ideas.

The story I read was great. It wasn't the best story I read. It had alot of ideas. It didn't have a great ending. If I had to rate this from 1-10 I would give it a 8 because it was great but not the best.

Anchor Paper 6
Score Point 2

The writer addresses the task (*I think that this writer has developed this piece so that the audience can easily read it and understand it*) and attempts to give support with specific, relevant textual examples (*...he/she who wrote this stayed on the topic. Until the last sentences "This proves that kids should always take advice from elders. They know what they're doing." The person kind of got off the topic*). Limited understanding of the task is demonstrated, as the relevance of the examples is not explained. The remainder of the response consists mostly of vague comments without support from the writing sample (*...I felt that he/she should of wrote more about ping-pong....It also had a great start and it should of had a great ending....It had alot of ideas*).

I think the writer has developed this piece so the audience can easily read it and understand it. One thing she could have done better was when she said "I tried play with it again at my house and I still hated it." She should have said "I tried playing with the thick paddle again at my house and I still did not like it."

I think she did very well explaining and a very good choice of words. She clearly stated that she loves Ping-Pong. I think she did a nice job when she said "In fact, I became obsessed with it." It also was easy to read.

Anchor Paper 7
Score Point 2

This response demonstrates limited ability to address the task (*I think the writer has developed this piece so the audience can easily read it and understand it*). The writer offers only limited commentary on the use of relevant writing techniques (*I think she did very well explaining and a very good choice of words. She clearly stated that she loves Ping-Pong. I think she did a nice job when she said, "In fact, I became obsessed with it"*). Additionally, the response often lacks suitable explanation of the writer's observations (*...when she said "I tried play with it again at my house and I still hated it."* She should have said "*I tried playing with the thick paddle again at my house and I still did not like it*").

Yes it is a piece that can easily be read. He did have some problems like names. He didn't use any names.

In line 5, paragraph 2 he should have used an exclamation mark instead of a period to show in his excitement. It would give it more feeling. If he moved 18, 19 up to lines 13, 14 it would have flowed a bit better, too. Other than that he wrote a great story.

Anchor Paper 8
Score Point 3

The writer demonstrates some understanding by addressing the task (*Yes it is a piece that can easily be read*) and providing some analysis of effective writing techniques, supported by relevant evidence from the writing sample. Some, though not all, ideas are presented with appropriate explanations (*In line 5, paragraph 2 he should have used an exclamation mark instead of a period to show in his excitement. It would give it more feeling*). While the writer includes a few unsupported, general details, the response demonstrates an overall level of understanding of the task that indicates a low 3 scorepoint.

I do not think the writer made this story easy to understand because he does not use transitions in his writing, like when he started a new paragraph with, "One of my dad's friends was very good at ping-pong." You should use transistions because they make reading from one subject, to the next easier to read.

Another reason I do not think the writer made this story easy to understand is because he adds new information in his conclusion. In most of the story, he talks about ping-pong, but then he switches to say you should always listen to your elders. This made it hard to read because he did not talk about listening to elders in most of the story, but then he switched to that without introducing it earlier in the story.

Those are the reasons I think that the writer made this story hard to understand.

Anchor Paper 9
Score Point 3

This response addresses the task (*I do not think the writer made this story easy to understand*) and provides some relevant examples from the writing sample (*...he does not use transitions in his writing, like when he started a new paragraph with, "One of my dad's friends was very good at ping-pong." You should use transistions because they make reading from one subject, to the next easier to read....he adds new information in his conclusion. In most of the story he talks about ping-pong, but then he switches to say you should always listen to your elders. This made it hard to read because he did not talk about listening to elders In most of the story, but then he switched to that without introducing it earlier in the story*). The writer offers some details, citing specific textual evidence as well as providing appropriate explanations (*..does not use transitions....adds new information in his conclusion*). The writer also makes an attempt to discuss the use of effective writing elements in the text as a whole (*...transitions... make reading from one subject, to the next easier....This made it hard to read*), though this insight is somewhat general. Overall, the writer demonstrates some understanding of the task, leading to a high 3 score point.

I do not think the author of this piece developed it well enough for me to understand. This piece was unclear, and confusing at some points. The author needed to add more detail and information about their experiences with ping-pong. This piece needed to be extended to be "full."

In line eight and nine, the writer's sentences were cut too short. They should have put them into one sentence with a comma. On line eighteen, the author should have restated her point. Instead of using "the heavier paddel", she used "it." This confused me, and I had to go back to the fourth paragraph and see what "it" was. The author should have given information on how they learned to like ping-pong. This would have given the piece more "meat." Also, she needed to use a more engaging topic sentence.

Overall, I did not enjoy this piece. It seems to me like the author didn't revise their piece. This piece was just difficult to understand fully.

Anchor Paper 10
Score Point 4

This response fully and clearly demonstrates the writer's understanding of the task. The writer comments on the overall standard of the writing sample (*I do not think the author of this piece developed it well enough for me to understand*) and supports this point of view with relevant, fully explained details from the text (*On line eighteen, the author should have restated her point. Instead of using "the heavier paddel", she used "it." This confused me, and I had to go back to the fourth paragraph and see what "it" was*). Here, the writer discusses specific elements of the text and clearly demonstrates understanding of effective writing techniques and strategies. While a few more general observations are included (*...needed to add more detail and information about their experiences with ping-pong....needed to be extended to be "full."* In line eight and nine, the writer's sentences were cut too short. They should have put them into one sentence with a comma), this response represents a clear understanding of the task.

Anchor Paper 11 – Score Point 4

No, I think that the writer has not developed his writing. I had to re-read two paragraphs to understand them. An audience wouldn't be able to understand or read this piece easily.

I think this because I had to reread a few paragraphs. One paragraph was the one on line 13. The third sentence need to be more specific. This is what it said, "He gave us tips, including one about using a different paddle." I didn't understand who he was. So I had to start that paragraph over, and the writer should have made that clearer.

Another paragraph that I didn't understand was the one on line 18. The writer needs to tell what "it" is. Here is what the sentence said "I tried playing with it again at my house and I still hated it." It could be ping-pong the sport or the ping-pong paddle with thick rubber.

In conclusion I thought the writer needed to make some corrections. So that the reader could understand his writing, by only reading the selection once. The writer needs to be more specific with his words.

Anchor Paper 11**Score Point 4**

The writer fully and clearly demonstrates understanding of the task by commenting on the text (No I think that the writer has not developed his writing....An audience wouldn't be able to understand or read this piece easily) and supporting this position with details from the writing sample that are both relevant and clearly explained in terms of effective writing techniques (I think this because I had to re-read a few paragraphs. One paragraph was the one on line 13. The third sentence need to be more specific. This is what it said, "He gave us tips, including one about using a different paddle." I didn't understand who he was. So I had to start that paragraph over....Another paragraph that I didn't understand was the one on line 18. The writer needs to tell what "it" is. Here is what the sentence said "I tried playing with it again at my house and I still hated it." It could be ping-pong the sport or the ping-pong paddle with thick rubber....I thought the writer needed to make some corrections. So that the reader could understand his writing, by only reading the selection once).

This person didn't make too many mistakes but, at times, he was unclear. Paragraph three suddenly switched from the enthusiastic tone of paragraphs one and two to a bored, regular tone. In line fourteen, the second sentence, the "He" is unclear because after referring to the dad's friend the person refers to him and his friends. In line fifteen and sixteen, "I though they are going to play lousy" it suddenly switched from past tense to future tense. In line seventeen he says "I love to play ping-pong", it is completely besides the point and distracts the reader. Last but not least, lines nineteen and twenty, the last two sentences, or the conclusion, doesn't have anything to do with the paper.

Anchor Paper 12
Score Point 4

This response fully addresses the question of whether the writer clearly developed the ping-pong sample with specific, relevant details from the sample and an explanation of how various writing elements affect a reader's ability to understand, thereby demonstrating insight into the writer's approach to writing techniques and strategies. Comments on the text as a whole (*This person didn't make too many mistakes, but at times, he was unclear*) are supported with relevant and clearly explained details from the text (*In line seventeen he says "I love to play ping-pong", it is completely besides the point and distracts the reader*). The response not only discusses relevant features of the writing sample, but also describes the implications of these features for readers.